



OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Columbia College – Kansas City Campus
Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Associate in Science in Human Services

Degree/Certificate: Associate Degree

Institution Granting Degree: Columbia College

Delivery Site(s): Additional degree for 0033.

Mode of Program Delivery: In-seat

Geographic Location of Student Access: Kansas City, MO and surrounding communities.

CIP Classification: 44.0000 (Please provide CIP code)

Implementation Date: October 2014

Semester and Year

Cooperative Partners: N/A

AUTHORIZATION

Dr. Terry B. Smith, Executive Vice President
and Dean for Academic Affairs

10.1.14

Name/Title of Institutional Officer

Signature

Date

Misty A. Bush, Director, Office of Institutional Compliance

(573) 875-7697

Person to Contact for More Information

Telephone



PROGRAM STRUCTURE

A. Total credits required for graduation: 60 semester credit hours.

B. Residency requirements, if any: 15 semester credit hours must be taken with Columbia College.

C. General education: Total credits: 21 semester credit hours including 15 semester credit hours distributed to include each of the following three areas; Arts, Humanities, and History; Natural Sciences and Mathematics; and Social Behavioral Science (not including English Composition I).

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
Degree Requirements:		
ENGL 111	3	English Composition I
General Education Requirements:		
ENGL 112	3	English Composition II
CISS 170	3	Introduction to Computer Information Systems or
CISS 171	3	Introduction to Computer Information Systems for MAC Users or
CISS 176	3	Introduction to Computer Science

D. Major requirements: Total credits: 15 semester credit hours.

Course Number	Credits	Course Title
HUMS 105	3	Introduction to Human Services
HUMS 250	3	Working with Individuals
HUMS 335	3	Working with Groups
HUMS 340	3	Working with Families
<i>Three hours from one of the following:</i>		
HUMS 300	3	Exploring Research
HUMS 345	3	Working with Communities and Organizations
HUMS/SOCI 365	3	American Social Policy
SOCI/ANTH 270	3	Minority Cultures and Relations

E. Free elective credits: 3 semester credit hours of Human Services Electives and 18 semester credit hours of Electives.

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience: N/A

G. Any unique features such as interdepartmental cooperation: N/A



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Columbia College
Program Name Associate in Science in Human Services
Date 10/2014

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Columbia College admission requirements are considered "moderately selective."

Day Program: The primary factors considered in the admissions process are overall high school or secondary school performance (grades) and performance on standardized tests such as the ACT or SAT I (test scores). Admission is generally granted to students who rank in the top half of their graduating class or who score at the 50th percentile or above on the ACT, SAT I, HiSET or equivalent. Students must also have a cumulative minimum high school grade point average of 2.5. Columbia College accepts college credit from these programs: CLEP, Advanced Placement (AP), International Baccalaureate (IB), Dual Credit, Proficiency Exams, DANTES, and Credit for Prior Learning.

Evening Program: Columbia College wants to make the admission process as streamlined as possible. If you have a high school diploma; HiSET or equivalent; or previous college experience, complete the printable application or apply online and send transcripts from high school and all colleges and universities you have attended. The Admissions Office will consider your overall high school performance, HiSET or equivalent scores, and any college coursework. Your academic past is important, but so are your life accomplishments, so personal letters of recommendation and resumes are welcome additions to your application file. New freshmen requirements include minimum 50th percentile class rank or test score (ACT, SAT, HiSET or equivalent) and 2.0 cumulative grade point average. Freshman applicants who graduated from high school more than two years ago typically are not required to submit ACT or SAT scores. Transfer students must have earned a minimum 2.0 cumulative grade point average.

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If you have accrued more than 24 college credits, your high school transcript will not likely be required. There is a \$35 application fee, which is nonrefundable.

Online Campus: Current students enrolled at Columbia College, may take online courses without readmission to the Columbia College Online Campus. Students who have never attended the Online Campus, can apply for admission at the campus nearest them. Remote students not near a Columbia College campus can apply online for admission. Students may be admitted upon presentation of any one of the following: high school; diploma; successful completion of the HiSET or equivalent; evidence of satisfactory college work.

Nationwide Campus: Students may be admitted upon presentation of any of the following: high school diploma; successful completion of the HiSET or equivalent; evidence of satisfactory college work. Potential students who lack a requirement for admission may be considered on an individual basis. Individuals so considered must give evidence that they can successfully meet the demands of Columbia College.

- Characteristics of a specific population to be served, if applicable.
Columbia College serves traditional students at its Day Campus. Columbia College specializes in adult education and military education. Our top military education and adult continuing education opportunities are available at 34 campuses nationwide. With smaller class sizes and flexible class schedules, we make earning your college degree as convenient as it can possibly be around your daily business and family obligations. We serve nearly 31,000 students each year in 13 states, with 18 campuses being conveniently located on military bases.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty must have a minimum of a master's degree in the appropriate field including at least three courses directly related to the content area; many of the faculty members have doctorates or other terminal degrees. All faculty teaching for Columbia College at off-campus locations are part-time adjuncts. A core of recurring faculty teaches on a regular basis and almost all teach in at least two of the five sessions per year.



- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Full-time faculty can teach 12 credit hours or less in a given session. Adjunct faculty can teach no more than 9 credit hours in a given session, but no more than 6 in-seat credit hours a session.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Full-time faculty members are required to have 5 hours a week of office hours designated for their students. Full-time faculty members are required to participate in professional development. Adjunct faculty members are required to provide their contact information to their students.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
(Please see attached Student Enrollment Projections)
- Percent of full time and part time enrollment by the end of five years.
(Please see attached Student Enrollment Projections)

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Associate 3 Year Mark – 100% Bachelor's 3 Year Mark – 10%
Associate 5 Year Mark – 100% Bachelor's 5 Year Mark – 100%

(NOTE: The above percentages are estimates because Columbia College does not track how many students graduate with an Associate or Bachelor's degree specifically based on the time they begin their coursework. However, it is estimated that 100% of students who begin working on an Associate degree should have the degree completed at the three year mark and 10% of students should have a Bachelor's degree completed at the three year mark. It is estimated that 100% of students who begin working on an Associate's degree should have the degree completed within five years and 100% of students should have a Bachelors degree completed at the five year mark.)

- Special skills specific to the program.
(Please see attached Student Enrollment Projections)

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- Proportion of students who will achieve licensing, certification, or registration.
(Please see attached Student Enrollment Projections)
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Columbia College's goal is to have all students score at least in the 75th percentile on all normed tests.
- Placement rates in related fields, in other fields, unemployed.
N/A
- Transfer rates, continuous study.
N/A

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline.
If there are no plans to seek specialized accreditation, please provide a rationale.
The degree program being proposed has been approved by the Higher Learning Commission.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys.*
N/A
- Expected satisfaction rates for employers, including timing and method of surveys.
N/A

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.
Please find Institutional Characteristics at Attachment 1.



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	6	6	7	7	8
Part Time	8	8	9	9	10
Total	14	14	16	16	18

Please provide a rationale regarding how student enrollment projections were calculated:

The calculations for the projected enrollments for the Associate in Science in Human Services degree were calculated based on actual enrollments for Associate in Science in Human Services program during the 2013-2014 academic year. There were a total of 6 students enrolled full-time and 8 students enrolled part-time. An increase of approximately 3% was applied for each projected year.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

The field of Human Services is one of the most rapidly growing sectors within the United States' economy with many career options. The Associate in Science in Human Services is designed to assist students in developing empirically – based knowledge and practice skills fundamental for success in the Human Services field. Meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability and coordination among professionals and agencies in service delivery. Students will provide back to their community and gain personal satisfaction, and potential increase of income. Students earning are providing a long-term investment for society. Education will allow for improvements, advancements, and sustainability, which will result in a return of investment for society as a whole.

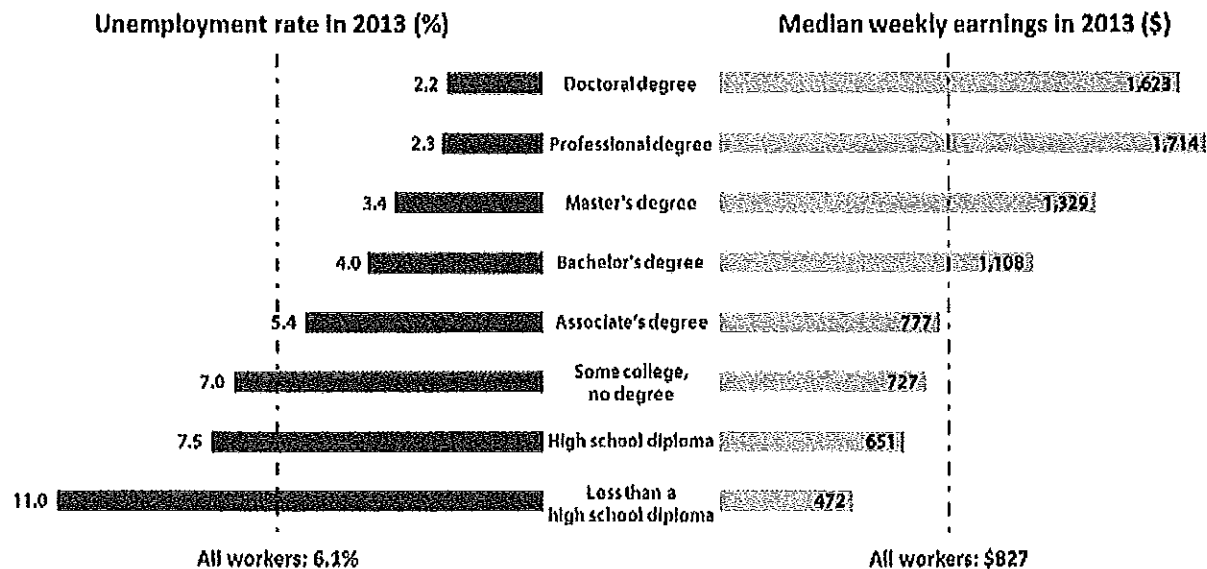
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Form SE - Student Enrollment Projections



Earnings and unemployment rates by educational attainment



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor